

University of Ottawa - Faculty of Education
Teacher Education
Course Outline
Fall 2011
PED 1140 Section C
Education in the Primary/Junior Division - Language

Contact Information

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Class Location: LMX 405
Class Time: Tuesday 8:30-12:00

I Course Description

A study of language instruction at the primary/junior division; intended to provide educators new to the teaching of language arts with both a practical and theoretical foundation for future study and action in this important area. Special emphasis to the essentials of instructional planning and implementation, from awareness of how children learn to use language to knowledge of different teaching approaches.

II Course Objectives

This course will be taught through lectures, small and large group discussions, activities relating to literacy instruction and practical rehearsal of some teaching strategies.

We will be exploring the basic elements of language and literacy, including oral language reading and writing, the role of critical and media literacy, effective teaching strategies and methodologies, planning and assessment in line with the demands of the Ontario Language Curriculum.

Students will:

- Engage in discussion and apply relevant research and learning theories related to all aspects of literacy development
- Become familiar with the developmental stages of language and literacy learning and develop an understanding of what is meant by literacy in the 21st Century
- Become familiar with effective and current literacy instruction strategies and methodologies
- Develop an understanding of and familiarity with the Ontario Language Curriculum
- Explore effective planning and assessment practices and strategies as applied to literacy instruction in the current Ontario context

III Schedule of classes

PLEASE NOTE: Readings due each week will be given the week before. They will be either handed out or posted on the WIKI at: <http://ped1140c-2011.wikispaces.com/>

***PowerPoint presentations and other relevant materials will also be posted on the wiki.**

***Ministry Curriculum Documents (MCD) readings can be accessed at:**

<http://www.edu.gov.on.ca/eng/document/document.html> or

<http://sites.google.com/site/ocdsbministryresources/>

***Webcasts (WC) are located on the Literacy and Numeracy Secretariat – LNS website at:**

<http://resources.curriculum.org/secretariat/archive.shtml> Webcasts can be found in

Alphabetical order (by title) or under the date given.

***For detailed information about resources used in the readings please refer to the section XI Bibliography.**

<i>Date</i>	<i>Topic</i>	<i>Readings (R) and or Webcasts (WC) due</i>	<i>Assignments due</i>
<i>Class 1</i> <i>September 13</i>	<i>Foundations of Literacy:</i> ✓ Introductions and expectations <i>Video: 21st Century Education</i> ✓ Moral Purpose <i>WC: James Byron “Quality Teaching it’s Intentional” April, 2007</i> ✓ What is Literacy? ✓ What is ‘learning’? ✓ Who is the learner? Developmental stages of learning ✓ Role of the learner and teacher in the language classroom. ✓ The Gradual Release of Responsibility – Vygotsky <i>Curriculum and Beginnings:</i> ✓ Oral comes first? The place of oral communication in the classroom ✓ Accountable/Purposeful talk ✓ The Ontario Language Curriculum – a continuum of learning ✓ <i>Assignment 1: Children’s Literature Collection due October 11</i> Explanation and Discussion	<i>WC: “Quality Teaching: It’s Intentional”- Importance of Talk, (April 21, 2009)</i> <i>WC: Non-fiction Writing - iii Metacognition (April 18, 2008)</i> <i>R: Forms of Oral Language (MCD: A Guide to Effective Literacy Instruction, Grades 4 to 6, Vol. 4 pgs 8-10)</i> <i>* READINGS AND/ OR WEBCASTS DUE EACH WEEK WILL BE GIVEN THE WEEK BEFORE. THEY WILL BE EITHER POSTED ON THE WIKI OR HANDED OUT.</i>	<i>Exit Cards handed out and completed in class each week</i>

	<ul style="list-style-type: none"> ✓ Exit Card 		
Class 2 September 20	<p>Reading Foundations:</p> <p>What is Reading? What is text?</p> <ul style="list-style-type: none"> ✓ Goals of Reading Instruction ✓ Reading Developmental Continuum <p>WHAT to teach in Reading:</p> <ul style="list-style-type: none"> ✓ An Overview of the Components of Reading (<i>Within, About</i> and <i>Beyond</i> the text) ✓ Reading <i>Within</i> the text: How decode text. Reading Cueing systems, Running Records, Fluency ✓ Reading <i>About</i> the text: Comprehension Strategies the key – How to make understand a text. ✓ Exit Card 	<p>Website: http://www.eworkshop.on.ca Open Running Record Module. Read “Overview”</p> <p>*READINGS DUE THIS WEEK WILL BE HANDED OUT THE WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI <u>OR</u> HANDED OUT.</p>	
Class 3 September 27	<p>Cont’ Reading: WHAT to teach in Reading</p> <ul style="list-style-type: none"> ✓ Reading <i>Beyond</i> the text: Critical Literacy and Higher Level (Deep) Thinking. How to think critically and make meaning out of text. <p>Writing Foundations:</p> <ul style="list-style-type: none"> ✓ What is writing? ✓ Goals of Writing Instruction ✓ Writing Developmental Continuum <p>WHAT to teach in Writing:</p> <ul style="list-style-type: none"> ✓ Fiction vs Non-fiction (text forms) ✓ WC Effective Literacy Instruction ✓ Author’s craft (writing traits/elements) 	<p>WC: Primary Literacy Clips- <i>Critical Literacy</i> (March 31, 2011)</p> <p>WC : Non-Fiction Writing - <i>Dr. Douglas Reeves – The Power of Non-Fiction Writing</i>” (April 18, 2008)</p> <p>* READINGS DUE THIS WEEK WILL BE HANDED OUT THE WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI <u>OR</u> HANDED OUT.</p>	

	<p>✓ The Writing Process</p> <p>**For the next class (Class 4), using one of your chosen picture books (from Assignment 1), think about how you might use it to help you teach reading and writing.</p> <p>✓ Exit Card</p>		
<p>Class 4 October 4</p>	<p>Sharing of thoughts about how to use your chosen picture book to teach reading and writing.</p> <p><i>Balanced Literacy: Elements of an effective literacy program.</i></p> <ul style="list-style-type: none"> ✓ How gradual release of responsibility and language instruction fit ✓ Scaffolding instruction <p><i>HOW to teach Reading using the gradual release of responsibility:</i></p> <ul style="list-style-type: none"> ✓ What is Read Aloud? ✓ DVD-Read Aloud in Mrs. Makuch's class ✓ WC: Read Aloud ✓ What is Shared Reading? ✓ WC: Shared Reading <p>**Bring your chosen picture book back to class next week (Class 5). We will be planning a lesson around it.</p> <p>✓ Exit Card</p>	<p>* READINGS AND/OR WEBCASTS DUE THIS WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI OR HANDED OUT.</p>	
<p>Class 5 October 11</p>	<p><i>Cont' HOW to teach Reading using the gradual release of responsibility:</i></p> <ul style="list-style-type: none"> ✓ What is Independent Reading? ✓ What is Guided Reading? ✓ WC: Guided Reading. ✓ WC: Guided Reading Debrief ✓ What are Literature Circles? What about Book Talks? ✓ Planning a lesson (using your chosen picture book) ✓ Exit Card 	<p>* READINGS AND/OR WEBCASTS DUE THIS WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI OR HANDED OUT.</p>	<p>ASSIGNMENT 1 <i>"Picture Book Collection"</i> DUE</p>

Class 6 October 18	HOW to teach Writing using the gradual release of responsibility: <ul style="list-style-type: none"> ✓ The Reading and Writing connection. ✓ What is Writer's Workshop? ✓ Creating a writing lesson ✓ <i>Assignment 3: Case Study - Reading Assessment.</i> Explanation and Discussion ✓ Exit Card 	* READINGS AND/OR WEBCASTS DUE THIS WILL BE GIVEN THE WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI OR HANDED OUT.	
Class 7 October 25	Putting it all together: planning and assessment <ul style="list-style-type: none"> ✓ Planning an integrated unit using a Literacy based approach ✓ Sharing student work, exploring the assessment ✓ Revisiting the curriculum: making sense of it in a 'real' context ✓ Preparing for practicum *Collect some student work during your practicum. Bring it to the next class to share and discuss. <ul style="list-style-type: none"> ✓ Exit Card 	* READINGS AND/OR WEBCASTS DUE THIS WILL BE GIVEN THE WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI OR HANDED OUT.	
Class 8 November 29	<ul style="list-style-type: none"> ✓ Sharing lessons learned during practicum ✓ Sharing student work Word Study – Where does it fit in? How do you teach it? <ul style="list-style-type: none"> ✓ Spelling, grammar, vocabulary development ✓ Word walls ✓ Working With words ✓ Exit Card 	* READINGS AND/OR WEBCASTS DUE THIS WILL BE POSTED ON THE WIKI OR SENT BY EMAIL THE WEEK BEFORE. *Bring student work collected on your practicum.	
Class 9 December 6	Media Literacy <ul style="list-style-type: none"> ✓ Definitions within media literacy and exploring the curriculum ✓ Uses and abuses: the realities of technology within education ✓ Images/sounds and thinking 	* READINGS AND/OR WEBCASTS DUE THIS WILL BE GIVEN THE WEEK BEFORE. THEY WILL BE <u>EITHER</u> POSTED ON THE WIKI OR HANDED OUT.	ASSIGNMENT 2 “Lesson Plan” & ASSIGNMENT 3 “Case Study” DUE

	✓ Exit Card		
Class 10 December 13	<i>The Literacy Classroom</i> <ul style="list-style-type: none"> ✓ Setting up for success: practicalities ✓ How to set up your classroom ✓ How to organize your student ✓ Cross curricular/multi-grade meeting the challenges of education today ✓ Learners with exceptional needs: integration, accommodation, modification and differentiation ✓ The role of parents ✓ Exit Card 	* READINGS AND/OR WEBCASTS DUE THIS WILL BE GIVEN THE WEEK BEFORE.	
Class 11 December 20	<i>Important topics for discussion:</i> <ul style="list-style-type: none"> ✓ Boys' Literacy: is the gender gap real and do I really have to close it? ✓ EQAO – teaching to the test? Authentic assessment? ✓ Any questions ✓ Final thoughts ✓ Exit Card 	* READINGS AND/OR WEBCASTS DUE THIS WILL BE GIVEN THE WEEK BEFORE.	

PLEASE NOTE:

1. You are not expected to make up time for statutory holidays.
2. For those teaching J/I/S on Tuesdays - Please include on your schedule that **Tuesday 25 October** is **J/I/S Ministry of Education Building Futures** (mandatory attendance). You will not have your class with J/I or I/S students on Tuesday 25 October. The last class of the term for J/I/S candidates is **Tuesday, 20 December**.
3. For those teaching P/J on Wednesdays - If you have classes on **Wednesday** and teach **P/J** on that day, please include on your schedule **Wednesday 26 October** as **P/J Ministry of Education Building Futures** (mandatory attendance). You will not have your class with P/J students on Wednesday 26 October. The last class of the term with P/J candidates is **Wednesday, 21 December**.

NOTE: As agreed in the Teacher Education Program Council, professors are not to cancel the classes in the final week of school (19 – 21 December) as a way of achieving the correct balance of class time. We need all professors to be of consensus in this and to reinforce and model the importance of the final three and a half weeks of class

IV Required Textbooks and Resource Materials

- ✓ The Ontario Curriculum, Grades 1 – 8, Language
- ✓ The Kindergarten Program
- ✓ A Guide to Effective Literacy Instruction, grades 4 – 6 (all 7 volumes!)
- ✓ A Guide to Effective Instruction in Writing K – 3
- ✓ A Guide to Effective Instruction in Reading K – 3
- ✓ Literacy for Learning. The Report of the Expert Panel on Literacy in grades 4 – 6 in Ontario
- ✓ Education for All. The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Educational Needs, K – 6

*Ministry of Education documents are available in a number of ways. Paper copies can be obtained at Access Ontario, 161 Elgin Street, Level 2 (613 238-3630) in Ottawa. Curriculum Guidelines are free of charge but Exemplars usually cost between \$5-10. You may also download and print the documents from the web site at:

<http://www.edu.gov.on.ca/eng/document/document.html>

or at:

<http://sites.google.com/site/ocdsbministryresources/>

or at:

www.eworkshop.on.ca

V Assignments and Evaluation Methods

- | | |
|---|-----|
| 1. Exit Cards: Due each week | 10% |
| 2. Assignment 1: Picture Book Collection: Due October 11 | 20% |
| 3. Assignment 2: Lesson Plan: Due December 6 | 40% |
| 4. Assignment 3: Case Study – Reading Assessment: Due December 6 | 30% |

Assignment descriptions and rubrics below.

ASSIGNMENT 1 PICTURE BOOK COLLECTION

Course: PED 1140C

Due Date: October 11

Grading: 20% of final grade

A good book touches something within the reader's heart and mind and compels response. It has substance; something worth talking about. When selecting books ask: Does it arouse my emotions and will it arouse the children's? Is it well written? Is it meaningful?

You will find that picture books are a rich and almost infinitely varied resource from which to draw teaching material. Most schools have developed 'Book Rooms' from which you may borrow books to use in your classroom, and, of course there are libraries to borrow from, but you may well find that there are certain books that you return to again and again and so wish to actually own. If you spend any time as an occasional teacher you will realise that having a selection of your own books that you can use allows you to be prepared for those times when you have to create 'something from nothing'.

This assignment is intended to help you start your collection.

ASSIGNMENT:

You are to select 6 picture books. These should be books that you connect to and that provide a rich resource for teaching language. Assume that you will teach a range of grades over time, but bear in mind that most books can be used for different purposes with different age groups.

You must provide for each book:

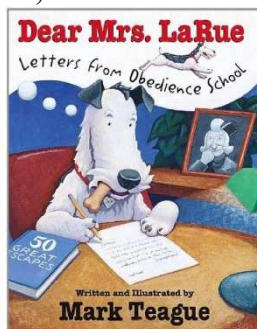
- the title, author and publisher
- a synopsis of the story including the "big idea/theme" that would facilitate higher level or deep thinking in students.
- a rationale for the choice, including why you chose it and how you would anticipate using it (a variety of teaching foci).

This assignment will be worth 20% of your total grade.

The baseline grade for this assignment is 'A' or a Level 4. You will be penalised for not completing the assignment in full (i.e. a generic statement to cover all books, failure to identify the main idea of the story etc.) *Please see Rubric following the exemplar for further clarification.*

The following is an exemplar to demonstrate a complete submission for **one** book.

Dear Mrs. LaRue, Letters from Obedience School



By Mark Teague
Scholastic Press, 2002

Synopsis: Ike, a not very well behaved dog, finds himself attending obedience school, and does not like it. Not one bit! The book is a series of letters between Ike and his long suffering owner, Mrs. LaRue. Ike sets out to plead to be allowed to return home, Mrs. LaRue is determined that he will stay the course. **Big Idea:** The book demonstrates, with great humour, how each of us has our own unique point of view on events that may be very different to reality.

Some of the possible teaching foci are as follows:

- Voice – both Ike and Mrs. LaRue have strong, clear voices
- Point of view – the way each party sees this experience is clearly displayed through the writing
- Inference – there are many clues to be explored that allow us to draw conclusions about the character of Ike and the nature of the obedience school
- Text format – the story is told through letters
- Presentation and conventions – clever use is made of colour, font etc. to emphasise the differing points of view. Sentence structure and use of descriptive and figurative language could be a focus for a writing class.

This is a rich text that can be used for many purposes and with all grades from 1 – 8. At grade 1 a rich discussion on point of view could be stimulated which could lead to the development of simple statements of differing perspectives of single events. At grade 6 an in depth exploration of the author's use of vocabulary to create distinct voices for the characters might be the focus.

PICTURE BOOK COLLECTION EVALUATION RUBRIC

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	MARK
Includes:	Completed with a high degree of depth and attention to detail.	Completed with adequate depth and thoughtfulness.	Completed with some care and limited depth.	Incomplete and or vague, missing elements and lacking depth.	There are a total possible 21 marks (20% of total course mark)
✓ six Picture Books that are rich and engaging. 3 marks					
✓ six Synopses that are accurate and thorough including “the big ideas or themes”. 6 marks					
✓ six					

<i>Rationales</i> for book selections that are thoughtful, including appropriate and very clear teaching foci.					
12 marks					

ASSIGNMENT 2 LESSON PLAN

Due: Dec 6th 2011

PART 1 (20% of course mark) Creating the Lesson Plan:

Using a picture book as a starting point, develop a literacy lesson plan which you will deliver during your practicum. For this assignment this should be a ‘one off’ lesson. You will need to create a lesson with a broadly applicable literacy focus (i.e. identifying the main idea/ author’s message) as you do not yet know the teaching focus of your associate teacher. If you need to adapt and change your plan as you settle into your placement, please do so. If you do have to change your plan please submit the original and the revised version with your reflection. Your lesson should include some independent student work that you will be able to both assess and bring back to class with you after your practicum. As you are planning remember the gradual release of responsibility instructional model, I should be able to see each element (if you are not able to teach an entire literacy block, just let me know and include your amendments with your assignment). Make sure you check the criteria in the rubric as you create your plan!

LESSON PLAN EVALUATION RUBRIC

Criteria	Level 4 Highly effectively and completely	Level 3 Clear and for the most part complete, some minor omissions	Level 2 Some clarity of focus, some elements lacking completeness	Level 1 Incomplete, lacking clear focus	Mark There are a total possible 14 marks (20% of total course mark)
The instructional focus is clearly stated					

and is relevant to the needs of the students (4 marks)					
The plan clearly and effectively follows the gradual release of responsibility model (2 marks)					
The plan explicitly includes differentiation according to the needs of the students (4 marks)					
The materials used (picture book and others) effectively support the instructional focus and are appropriate to the needs of the students (age/ class size/ classroom set up etc) (4 marks)					

PART 2 (20% of course mark) Lesson Plan Reflection:

Having delivered your lesson, you are to evaluate how effective it was in achieving your teaching goal. You must write a concise reflection identifying the strengths and weaknesses of your planning, how effectively you were able to engage the students, and how effectively the students were able to demonstrate their understanding/ learning. Please check rubric for criteria.

LESSON PLAN REFLECTION EVALUATION RUBRIC

Criteria	Level 4	Level 3	Level 2	Level 1	Marks
	All elements are present and highly effectively communicated. Strong evidence is provided where required	All elements are present, communication is clear and satisfactory evidence is provided where required	Some elements are incomplete, communication lacks some clarity, evidence is adequate but may lack relevance	Elements are incomplete or lacking, communication lacks clarity, evidence is incomplete or irrelevant	A total of 15 marks is possible (20% of total course mark)
Reflection is concise and to the point (3 marks)					
The strengths of the lesson plan are clearly identified (3 marks)					
The weaknesses of the lesson plan are clearly identified (3 marks)					
There is clear evidence of sincere reflection on the effective engagement of the students and observational and anecdotal evidence of engagement is provided (3 marks)					
Evidence of student learning/understanding is provided (3 marks)					

ASSIGNMENT 3

Case Study – Reading Assessment

Course: PED 1140C

Due Date: December 6th, 2011

Grading: 30% of final grade

“Assessment is the ongoing, systematic gathering, recording, and analysis of information about a student’s achievement, using a variety of strategies and tools.”

(Ontario Ministry of Education, 2003, p 12.3)

ASSIGNMENT:

This assignment is designed for you to experience the process involved in reading assessment. Since it is a “case study”, you will follow the progress of one student. You are to choose child to work with from your practicum class. You are encouraged to choose a child who is identified either as an exceptional learner (with an I.E.P.) or as an English Language Learner. In the extremely unlikely event that there are no suitable students in your practicum class ask your associate teacher and LST to help you identify a student in another class with whom you may work. You should endeavor to get to know this student and their background. You will administer a running record early in your time with the class, analyze the results and identify the areas of need. You will then need to develop some actions to help the student move forward. Following a period of time during which you will have tried some focused interventions, you will reassess, adjust your strategies and move forward. You will administer a final assessment in the latter part of your practicum. ***You will need to keep notes and records of the testing, your observations, actions and results.**

Diagnostic tools to be use is a running record (PM Benchmark), a comprehension component from the informal reading inventory, and a fluency component.

Sources of information:

- *Running Records and analysis* can be found in "Guide to Effective Reading Instruction Grades K-3" pages 12.42 to 12.55 or www.eworkshop.on.ca Literacy Modules K-3 Running Records
- *Overview of the Reading Continuum (First Steps, 1994)* can be found in A Guide to Effective Literacy Instruction Grades 4 to 6 Volume 1 pg 68-69 *will be provided in class
- *The Six Dimensions of fluency (Teaching of Comprehending and Fluency, Fountas and Pinnell, 2006 pg 69)* *will be provided in class.
- *Retelling Frameworks* can be found in: Guide to Effective Reading Instruction K-3, page 12.34, www.eworkshop.on.ca Guide to Effective Literacy Instruction 4-6 Volume 2, page 102 www.eworkshop.on.ca

1. Administer Diagnostic Assessment:

**Keep any assessment record (PM Benchmark form, fluency rubric) and notes used as you will be handing them in as part of your assignment.*

Determine the starting level of the student in collaboration with the associate teacher. Assess the student using the PM Benchmark sheet. Comprehension assessment is part of this process.

***The student should achieve between 90-95% (Instructional Level)** for a valid assessment of abilities and to be able to determine needs and next steps.

Assess the student's fluency by using the rubric provided.

Record the developmental level of the student based on the "Reading Developmental Continuum" in Guide to Effective Literacy Instruction 4-6 Volume 1, page 68 ***will be provided**

2. Determine Next Steps/Program recommendations:

Based on the assessment results, determine the next steps/program recommendations. What actions/strategies will help the student to move forward? **For the purpose of this assessment, write a summary of the student's strengths, needs and next steps using the chart below as a guide.*

SUMMARY

Student age, grade	Strengths	Needs	Program Recommendations- Next steps (What actions will help this student move forward?)
Cueing Systems (MSV)			
Fluency			
Comprehension			
Other Issues (e.g.background knowledge, vocabulary)			
Phase of Reading Development			

Debrief with the student given him/her the actions/strategies to use over the next few weeks.

3. Reassessment:

Following a period of time during which you will have tried some focused interventions, you will reassess, adjust your strategies and move forward.

You will administer a final assessment in the latter part of your practicum as you did in the diagnostic. **Once again, keep any assessment record (PM Benchmark form, fluency rubric) and notes used as you will be handing them in as part of your assignment.*

Based on these assessment results, adjust programming accordingly.

4. Reflection:

Think about this experience. What did you learn? Any surprises? Still wondering?

CASE STUDY EVALUATION RUBRIC

CRITERIA	Level 4 Completed with a high degree of accuracy, competency and thoughtfulness	Level 3 Completed mostly accurately, competently, and in a reflective manner	Level 2 Completed with some accuracy but some errors that impact effectiveness. Analysis and recommendations reflect some thoughtfulness.	Level 1 Inaccurate or incomplete. Missing elements and lacking evidence of reflection and focused attention on the needs of the specific child.	Mark Each section is worth a possible 4 marks for a total possible score of 20. (30% of total course mark)
Running Record conducted and recorded accurately. Errors and self- corrections are precisely marked and cueing systems thoroughly analyzed.					
Fluency Assessment is comprehensive and includes <i>Strengths</i> and <i>Needs</i> of the student. It is based on the components (Confidence, Flow/Pace, Word Accuracy, Prosody/ Expression)?					
Precise records were kept of Retelling and of answers to the Comprehension questions. Analysis of comprehension is in depth including <i>Strengths</i> and <i>Needs</i> of the student.					
Program Recommendations/Next Steps are insightful and go beyond, yet are based on, the “Overview of Reading Developmental Continuum”. Details are extensive and are based on the Strengths and Needs of the student.					
Reflection demonstrates a clear understanding of your own strengths, needs and a willingness to continue to learn					

VI Attendance

Due to the concentrated nature of the Teacher Education Program and the considerable public responsibility inherent in the profession of teaching, attendance at all classes in the B. Ed. program is compulsory. Many of the objectives for this course are achieved during class time. Most classes include activities or discussions that enable students to contribute to the professional development of everyone in the class. As required by the Ontario College of Teachers and indicated in the Teacher Education Calendar, attendance is mandatory in the teacher education program and will be recorded at the beginning of each class.

Of course, circumstances may occasionally arise which make attendance impossible. In the event that you must be absent, students must inform the professor by telephone or e-mail either prior to the class or as soon after the class as possible. The professor will provide an assignment/task designed to ensure that the student meets the objectives of that class and he/she will require a written response from the student. The nature of this assignment and the due date for submission will be determined by the professor. Students who are absent on the submission date for an assignment are expected to submit the assignment through an alternative means on the due date (i.e. email). Assignments received after the due date will be considered late assignments (see below). Students who exhibit a pattern of irregular attendance will be brought to the attention of the Program Director and will be required to show cause why they should be allowed to undertake the practicum and/or continue in the program.

VII Late Assignment Policy

Assignments which are submitted after the due date without an agreed-upon extension are considered late assignments. The penalty on late assignments in all courses in the Teacher Education Program amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted.

Failure to submit assignments results in a grade of “EIN” (Failure/Incomplete). Such symbol is equivalent to a grade of “F” (failure with no make-up).

VIII Academic Fraud

All professors offering a course in the Faculty of Education must include in their course outlines the proposed statement below regarding plagiarism:

“Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of “F” for the work in question, to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded.”

The University of Ottawa’s regulations concerning academic fraud as stated in the Teacher Education Calendar apply to this course:

http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation_definition.php

Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of “F” for the work in question, to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For more information about University regulations related to plagiarism and other types of academic fraud, please see the section entitled “Academic Fraud” in the *Teacher Education Calendar*, the *Professional Development Programs Calendar*, or the *Faculty of Graduate and Postdoctoral Studies Calendar*.”

For useful guidelines to help you avoid plagiarism, please consult the following web page:
<http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>

IX Assessment Guidelines

Please note that the assessment of student teachers in all Teacher Education courses must adhere to the Academic Regulations as indicated in the Teacher Education Calendar 2003-2005 (pages 9-16) (the last hard-copy of the Calendar). In addition, policy and procedures for assessment have been developed through both the Program and Faculty Councils. These policies are outlined as follows.

1. Attendance at all courses and practica is compulsory. Course outlines must specify this as well as make-up requirements for absences.
2. No marks will be allocated for student attendance or participation. No marks will be deducted for student lateness to class.
3. For all courses except practica and internships, no more than 35% of the final mark may be attributed to oral presentations. Program Councils may specify an exception to this rule in the case of specific courses.
4. All evaluated oral presentations must be accompanied by some written documentation, record or concrete evidence of the work.
5. According to the Senate, the A+ is an exceptional mark at the B.Éd./B.Ed. and in graduate studies. If the A+ is attributed in a non exceptional manner, the professor can be called upon to explain to the Dean the grading method in his or her course.
6. The class time allocated to (a) students' oral presentations and (b) guests speakers each be limited to a maximum of 30% of total course hours.

X Grading Framework

The following grading scale is reproduced from the Teacher Education Calendar 2003-2005 (p. 11) and must be used for all courses with the exception of the Practicum where a Pass/Fail is used. Expanded definitions of the letter grades have been written in accordance with the policy statements adopted. Please include this table in your course outline.

A+ Exceptional 90-100%	An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition an exceptional response adds something novel and original which distinguishes an A+ from an A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses.
A Exemplary 85-89%	An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.
A-	An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The

Excellent 80-84%	response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.
B+ Very Good 75-79%	A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete as some substantive aspect of the assignment has been overlooked.
B Good 70-74%	A good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.
C+ Satisfactory 65-69%	A satisfactory grade in a course or on an assignment is given for a response that demonstrates basic knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
C Pass 60-64%	A pass grade in a course or on an assignment is given for a response that demonstrates incomplete knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
Redeemable Failure E¹ 40 – 59%	The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. Student teachers receiving a redeemable failure have the right to one supplemental examination in which they must obtain 60% standing to be successful. Supplemental examinations consist of a written examination or additional assignments.
Non- redeemable Failure 0-39% (F)	A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. No supplemental examination and/or assignments are offered.
ABS	Absent
EIN	Failure/Incomplete

¹ Redeemable failure in the Faculty of Education.

Note: All grades below “C” are failing grades for undergraduate students in the Faculty of Education.

A grade of “E” (failure with the right to a make-up) means that the students must pass the make-up assignment(s) or examination as determined by the professor in consultation with the Director of Teacher Education. If the student passes the make-up assignment(s) or examination, the new mark will be entered on the transcript. If the student fails, an “F” (failure with no makeup) will be entered on the transcript.

A grade of “F” (failure with no make-up) for a course results in the compulsory withdrawal of the student from the program and the Faculty.

If a student has a deferred mark, please make sure that the appropriate form is completed and signed by the Director and that the student brings the deferral form to the Academic Secretariat.

Submit your final marks to the attention of Roxanne Lacelle in the Academic Secretariat (LMX 135) by fax at 613 562-5963 or by email at secacad1@uottawa.ca (please indicate clearly the course code in the subject line). If you have questions regarding final marks, please contact Roxanne at 613 562-5800 ext. 4018.

XI Bibliography

Below is the bibliography of texts used in the weekly readings **as well as some recommended texts**. You will find that there is a whole wealth of literature relating to the teaching of language and literacy. This list is meant to be a starting point of texts that I believe to be very useful and relevant, I encourage you to read widely and find those authors and texts that meet your needs.

Recommended authors:

Jeffrey Wilhelm

Regie Routman

Tony Stead

Janet Allen

Stephanie Harvey & Anne Goudvis

Ruth McQuirter Scott

Fountas and Pinnell

Harvey Daniels

Kylene Beers

Damian Cooper

Texts:

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 (2006)

Author: Fountas, Irene C. and Pinnell, Gay Su

Publisher: Heinemann

ISBN: 0-325-00308-4

Beyond Retelling – Toward Higher Level Thinking and Big Ideas (2008)

Authors: Patricia M. Cunningham & Debra Renner Smith

Publisher: Pearson

ISBN: 978—0-205-54217-8

Comprehensive Literacy resource for Grades 3-6 Teachers

Author: Miriam P. Trehearne

Publisher: ETA Cuisenaire

ISBN: 0740643177

Reading Essentials

Author: Regie Routman

Publisher: Pearson Education Canada

ISBN: 0325004927

Writing Essentials

Author: Regie Routman

Publisher: Pearson Education Canada

ISBN: 0325006016

Strategies That Work – 2nd Edition

Author: Harvey & Goudvis

Publisher: Stenhouse Publishers

ISBN: 157110481X

The Daily 5 – Fostering Literacy Independence in the Elementary Grades (2006)

Authors: Gail Boushey & Joan Moser

Publisher: Stenhouse

ISBN: 1-57110-429-1

Talk About Assessment (2007)

Author: Damian Cooper

Publisher: Thomson Nelson

ISBN: 978-0-17-628916-4

Words Their Way

Author: Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston

Publisher:

ISBN:

When Kids Can't Read: What Teachers Can Do

Author: Kylene Beers

Publisher: Heinemann

ISBN: 0867095199

Comprehension Through Conversation – The Power of Purposeful Talk in the Reading Workshop (2006)

Author: Maria Nichols

Publisher: Heinemann

ISBN: 0-325-00793-4

Publications:

The Reading Teacher (*I.R.A. – International Reading Association*)

Educational Leadership (*A.S.C.D. – Association for Supervision and Curriculum Development*)

Professionally Speaking - *The Magazine of The Ontario College of Teachers*

Capacity Building Series - *Literacy and Numeracy Secretariat, Ministry of Education*

Recommended Web Sites:

There are many, many more, but these are a good start!

www.curriculum.org

www.eworkshop.on.ca

XII. Faculty of Education Regulation on Professional Ethics

As future teachers, graduates of the Faculty of Education's Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum. Under the *Ethical Standards for the Teaching Profession* of the Ontario College of Teachers, teachers must also demonstrate care, integrity, respect and trust in all of their interactions with students, parents, other teachers, school personnel and with members of the public.

While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public.

The following procedures apply to this regulation:

1. Publicity

This regulation will be publicized to all Baccalaureate and Certificate of Education students, to all teaching and administrative personnel of the Faculty of Education and to all school-based personnel involved in a teacher candidate's practicum.

To be admitted to these programs, all candidates must demonstrate that they are aware of its contents and that they have the ability to live up to its requirements.

2. Prior to the Practicum

a) Only those teacher candidates who demonstrate that they can act with care, respect, integrity and trust and that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) will be placed in the practicum.

b) If a teacher candidate has not demonstrated the required qualities (care, integrity, respect or trust), or if the Faculty has well founded reason to believe that the teacher candidate may endanger the physical safety, psychological health or educational well being of students (children, adolescent or adult), the Director of the Teacher Education or *Formation à l'enseignement* program may deny a practicum placement to the teacher candidate. In the

absence of the program director, the decision to refuse a practicum must be made by the Vice-Dean Academic Programs or the Dean.

The teacher candidate must be informed in writing of this determination and the reasons for it within five working days.

3. During the Practicum

a) A teacher candidate will be immediately withdrawn from the practicum if he or she puts at risk the physical safety, the psychological health or educational well being of students (children, adolescent or adult), or otherwise demonstrates an absence of care, respect, integrity or trust.

b) Such determination may be made by the school principal, by another school board official such as a director of education, or by the Director of Teacher Education or of *Formation à l'enseignement*, the Vice Dean (Academic Programs) or the Dean of Education. The teacher candidate must be informed in writing of this determination and the reasons for it, normally within five working days of the withdrawal from the practicum.

c) In the event of such a determination, the teacher candidate will only be placed in another practicum by the Director of Teacher Education or of *Formation à l'enseignement*, [or in his or her absence the Vice-Dean (Academic Programs) or the Dean of Education], when the teacher candidate demonstrates that he or she

- i) no longer poses a risk to students (children, adolescent or adult);
- ii) is capable of acting with care, respect, integrity and trust, and;
- iii) has the knowledge, attitudes and capacities needed to be responsible for their physical safety, psychological health and educational well being.

4. Denial or Withdrawal from Practicum

In the event that a teacher candidate is denied or withdrawn from the practicum under this regulation, a committee consisting of three regular professors will examine the case.

a) The committee must normally meet within ten working days of the written notification to the teacher candidate of the decision to deny a practicum.

b) The committee may make one of three decisions:

- i) it may uphold the denial of a practicum placement;
- ii) it may identify conditions that the teacher candidate must satisfy before being placed in a practicum; or,
- iii) it may authorize the placement of the teacher candidate in another practicum.

c) The teacher candidate may make a written submission to the committee and may request to appear before it.

d) The committee must provide written reasons for its decision.

e) In the event that the committee upholds the decision to bar the teacher candidate from the practicum, a grade of F will be noted on the teacher candidate's transcript for the practicum and the teacher candidate will be withdrawn from the program.

f) In the event that the committee identifies conditions that the teacher candidate must satisfy before being placed in a practicum, a grade of E will be noted on the teacher candidate's transcript for the practicum.

5. Right of Appeal

The teacher candidate may appeal the decision of the committee through the normal procedures associated with a grade appeal as defined by the Senate of the University of Ottawa.